



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

standards and classifying institutions is an important *educational process* within itself, the values of which would largely be lost if the work were turned over entirely to external agencies.

4. The Boards have frequently rendered a distinctive service to the state by setting higher standards than those of the State Departments, thereby meeting the impact of criticism with which the State Departments, more sensitive to unappreciative public opinion, could probably not successfully cope.

5. The Boards have found that an especial stimulus comes to institutions less favored because of the achievements of other institutions in the same denomination and the resulting recognition by denominational authorities.

6. In addition to operating helpfully in the educational field, these Boards stand for certain religious and moral ideals and accomplishments which the general standardizing agencies would not care to emphasize perhaps in an official way, since such an attitude might be interpreted as interfering with the principle of the separation of Church and State.

The denominational standardizing agencies have it within their power, in a word, to stimulate and supplement the activities of the general standardizing agencies. In some cases they set standards in advance of all others. They are not, or should not be, rival agencies, but should be, and usually are, conducted in such a way as to exert a wholesome influence on their own institutions and on others.

DEFINITION OF A COLLEGE OF LIBERAL ARTS AND SUGGESTED STANDARDS FOR CLASSIFYING SUCH INSTITUTIONS

Prepared by J. H. Kirkland, Chancellor of Vanderbilt University, and presented to the Conference called by the National Conference Committee on Standards of Colleges and Secondary Schools in Co-operation with the American Council on Education.

I.

A college is an educational institution which admits students only after the completion of a high school course of four years or its equivalent, which gives courses of study in aca-

demic subjects covering four years of tested work leading to further graduate or professional study and meeting the standards imposed by the best graduate schools. It must have material resources stable and adequate to care for all work provided or promised.

II.

ADMINISTRATIVE SUGGESTIONS

1. In admitting students no conditions are to be allowed. Each college may determine its policy as to free or required units, but the total should always be 15 good and acceptable units. Entrance requirements should have definite relation to the curriculum offered.

2. Stable resources call for endowment or support by taxation. Annual contributions of religious societies may be accepted, but should not be regarded as permanently satisfactory. Student fees cannot more than meet teaching salaries, and should not be expected to provide more than half the income even of the minimum college. Colleges providing intensive work in a small group of subjects will necessarily expend \$200 to \$300 per student, and larger institutions with a broader curriculum will find necessary an annual expenditure ranging from \$300 to \$500 per student. Permanent endowment, therefore, should not be less than \$3,000 for each student, and if the institution offers wider choice of courses, a minimum endowment of \$5,000 per student will be required. The salary schedule must be sufficiently liberal to hold the services of able, experienced and well trained teachers. Adequate appropriations must be made for laboratories and libraries. Buildings must meet the needs of all educational work offered. Any marked inferiority or insufficiency in material resources may be accepted as a strong indication of unsatisfactory educational conditions.

3. The college year should cover 34 weeks of actual work, and requirements for the Bachelor degree should cover not less than 120 semester hours of instruction exclusive of all requirements for physical training. The number of departments should be sufficient to provide four years of thorough work for each student, and requirements for graduation should necessitate earnest and successful work on the part of every student.

The educational preparation or standing of the faculty must guarantee their work in the class room. The amount of work required of each teacher, the salary paid, the facilities provided, are educational factors of the utmost importance.

Consideration must also be given to such intangible elements as scholarly atmosphere, academic history, connection with professional schools of high or low grade, and moral influences vitally affecting the life and training of every student.

4. In every attempt at classification or standardization, personal inspection should supplement written or printed reports. Publicity as to all material facts is a prime test of an efficient institution.

THE CONFERENCE AT GARDEN CITY

It is generally conceded that the conference of educational agencies related to the churches which was held at Garden City, L. I., May 12 to 14, was one of the most heartening conferences held for many years. Indeed, it was the first conference in history which brought together the representatives of all of the church agencies engaged in educational work. Some sixty delegates were in attendance and "An Adequate and Unified Educational Program for the Church" was considered from many points of view.

The special interests of higher education were presented by President C. W. Chamberlain of Denison University, who spoke from the standpoint of the Christian College; by President W. O. Thompson, of Ohio State University, whose topic was "An Adequate Program of Christian Education in the University," and by Dr. O. D. Foster, who undertook to answer the question, "What Is the Place of the Theological Seminary in an Adequate Program of Christian Education?" The general discussion at this session of the conference was opened by Professor William Adams Brown of Union Theological Seminary. At the last session Dr. R. L. Kelly and Rev. Henry H. Meyer spoke upon the topic, "What Further Steps Should Now Be Taken Looking Toward a More Unified Program of Education on the Part of the Churches?" At this time Dr. Kelly proposed the organization of an American Council on Christian Education, a brief outline of which is here presented. That the Conference in general approved of

this means of unifying the agencies of Christian education is indicated by paragraph six of the Findings printed below.

Dr. Kelly proposed the creation, at as early a date as might be considered practicable, of an American Council on Christian Education whose membership would be made up of representatives of each of the national interdenominational and undenominational agencies of Christian education which cared to make application.

This Council should be independent of all other agencies, but by virtue of its composition, would naturally be recognized as the comprehensive agency for Christian education throughout the country, and would probably take the place of the Commission on Christian Education of the Federal Council of Churches.

It would not be an "overhead agency" and would not be given administrative power. Its primary purpose would be to serve as a clearing house of information and as a means of bringing together at opportune moments the representatives of various phases of Christian education. However, in order to be of real service, it would be necessary that it have a central office and a director or executive secretary with such assistants as might be necessary to carry out its essential purpose.

Among the functions which are of interest to large groups of agencies, if not in each case to all of them, may be named that of research, publicity, life service, curriculum, and educational standards and educational extension and correlation.

The American Council would stimulate the formation of local or community councils whose functions would be to bring together local agencies in order that duplications might be avoided and the community be better served.

FINDINGS OF THE CONFERENCE OF EDUCATIONAL AGENCIES

Garden City, Long Island, May 12 to 14, 1921

1. As representatives of the agencies of Christian Education, assembled at Garden City, Long Island, May 12 to 14, we desire to record our deep appreciation of the great value of this conference. It has brought together for the first time